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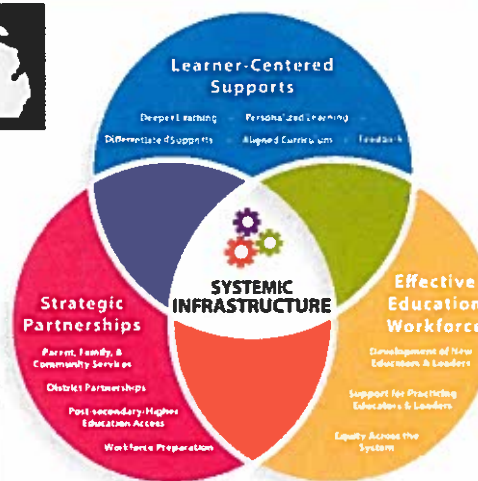
Michigan Competency-Based Education Overview

March 30, 2017

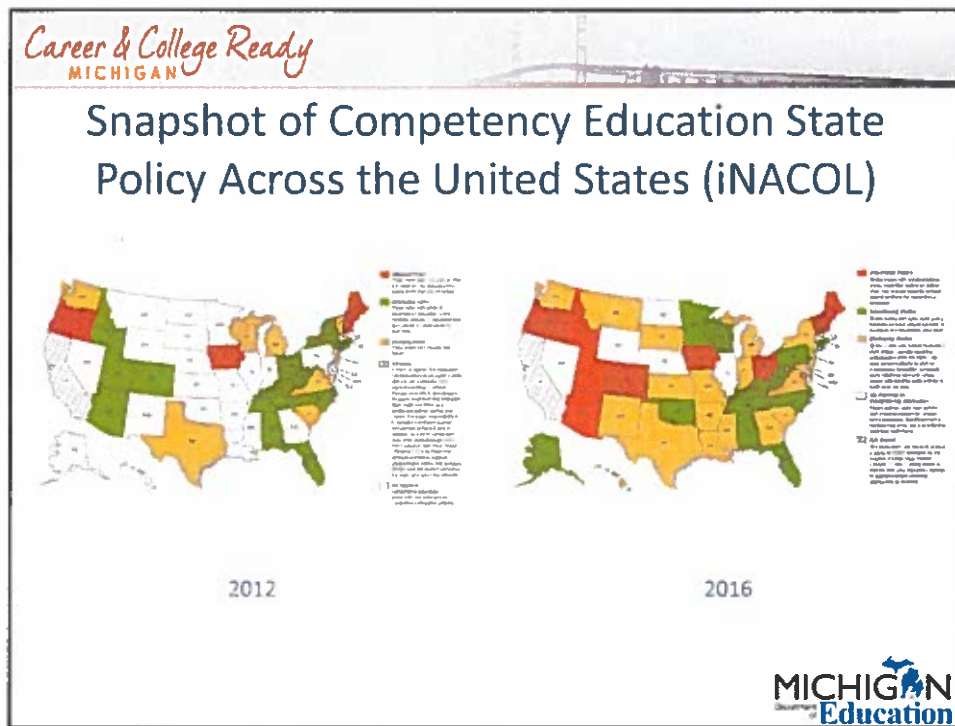
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TOP 10 IN 10 YEARS



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Competency-Based Education (Sturgis, 2015): System

- Students advance upon demonstrated mastery;
- Competencies include explicit, measurable, transferable learning objectives that empower students;
- Assessment is meaningful and a positive learning experience for students;
- Students receive timely, differentiated support based on their individual learning needs; and
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Personalized Learning: Student	Personalized Teaching: Instructional Delivery	Educational Technology: Leveraging Tools
<ul style="list-style-type: none"> Choice Context Pacing Relevance Proficiency 	<ul style="list-style-type: none"> Collaboration Flexibility Student ownership Facilitation 	<ul style="list-style-type: none"> Access Customization Engagement Data use

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Traditional Systems	Competency-Based Systems
Credit based on participation and seat time	Credit based on proficiency in content standards
Content pacing dependent on lesson delivery by teacher	Content pacing variable based on student mastery and deeper learning
Reporting based on marking periods or courses	Reporting based on learning targets or competencies
Assessments measure what students know	Assessments measure what students know and can do
Content is delivered and assessed in classrooms	Content is delivered and assessed through multiple pathways including out of school activities

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LEA and ISD Support Partners



Michigan Center of Innovation for Education

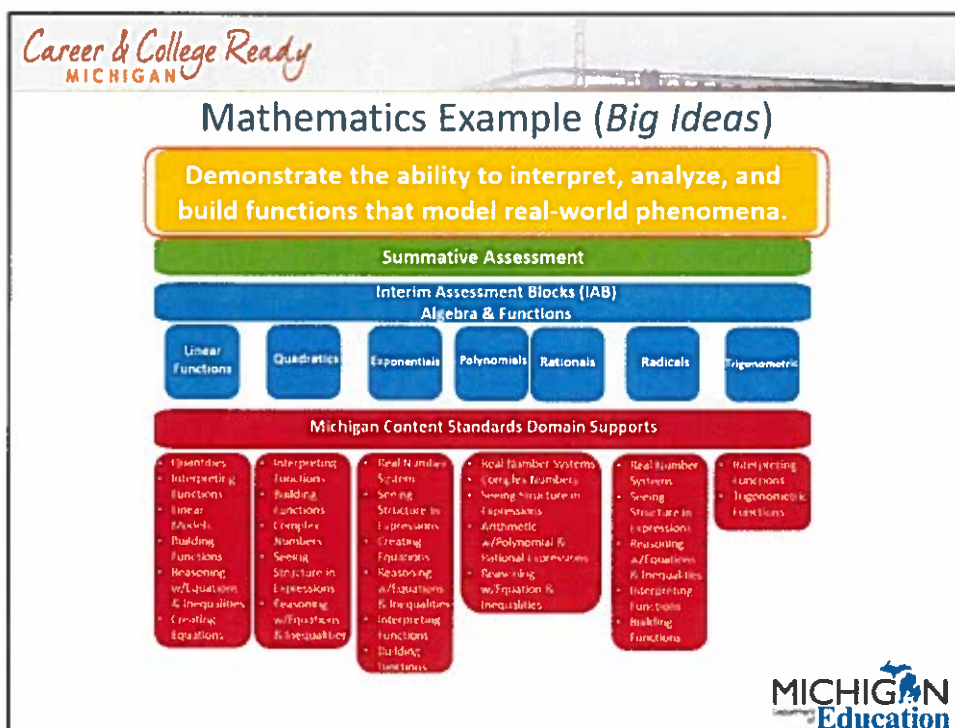
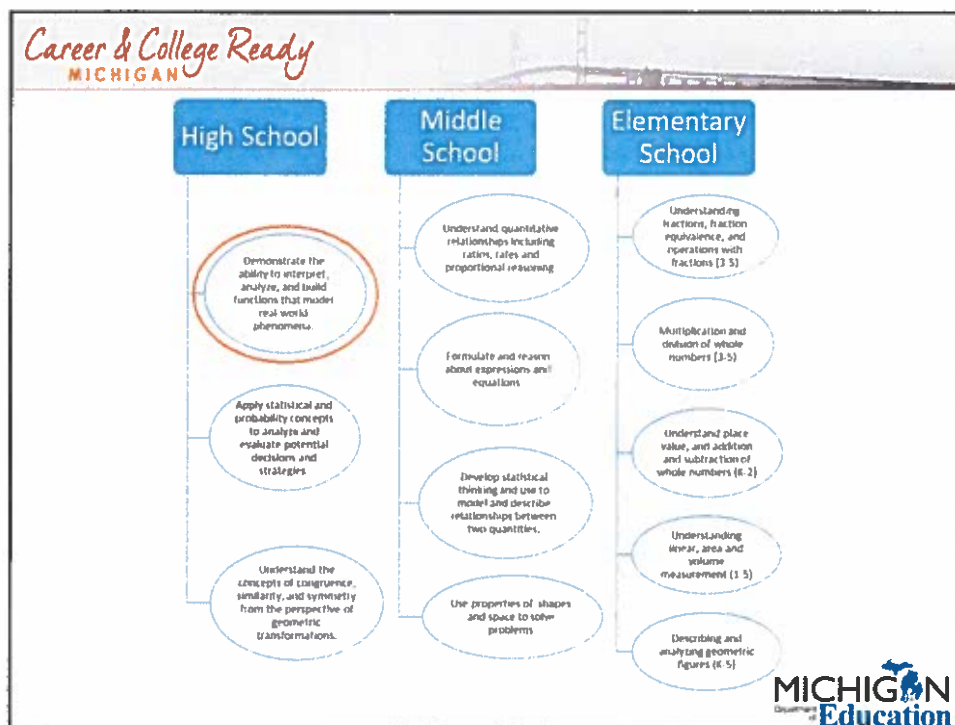
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Supports for Educators

- Creating model competencies
- Implementation and supports of seat-time waivers and online and blended learning
- Leveraging the Innovation Council to highlight models and provide supports to LEAs in the implementation of innovative C-BE models
- Definitions: Personalized Learning, Personalized Teaching, and Educational Technology (examples of implementation)
- Leverage grants to promote student-centered learning and C-BE

Supports for Educators (Continued)

- Collaboration with the Technology Readiness Infrastructure Grant to support reporting of C-BE
- Ongoing support of school districts and ISDs: Leveraging flexibility within the Michigan Merit Curriculum through guidance and consultation
 - Career and Technical Education, Out of school time learning, work-based learning, testing out
- Ongoing conversations with Institutes of Higher Education and workforce partners
- Linking LEAs and ISDs with external support partners
- American Institutes for Research cross-state collaborative on competency-Based Education



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An Example: Digital Badges

FIRST in Michigan Badges

Home | About | Contact | Privacy Policy | Terms of Service | Help

Engineering Design Level 1

Engineering Design Level 2

Engineering Design Level 3

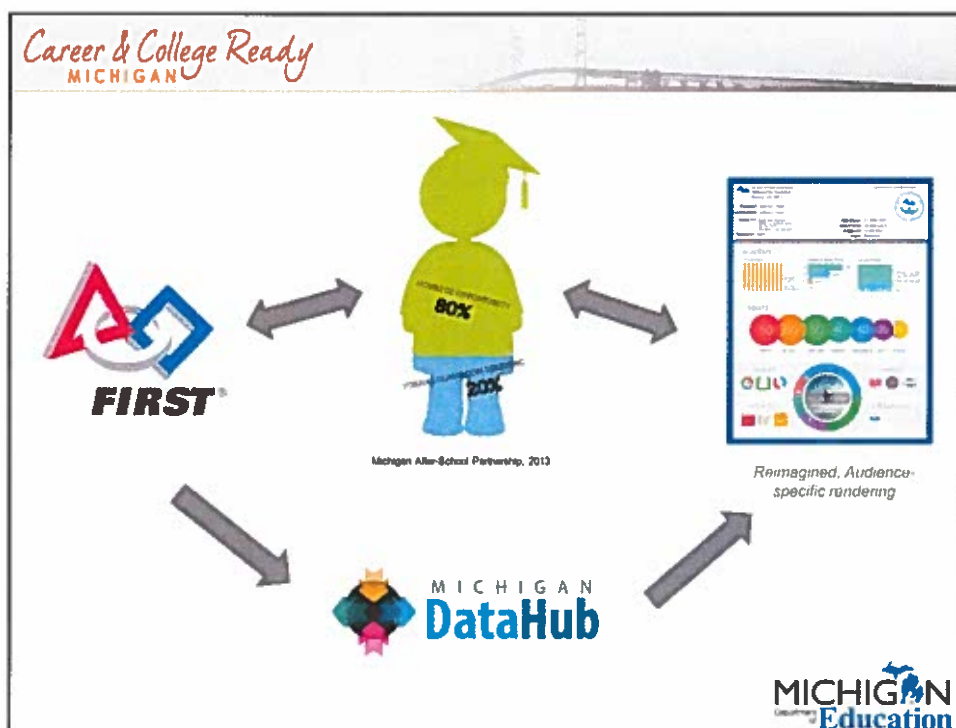
Engineering Design Level 4

FIRST

Detroit Public TV **DIGITAL Adventures!**

CS First

MICHIGAN **Education**



Reporting and Student Ownership



*Traditional Look, Enhanced
with embedded links*



*Reimagined, Audience-
specific rendering*

What about Colleges?

“Postsecondary leaders in attendance agreed that their institutions review a wide variety of high school transcripts (p. 2)”

“They also agreed that competency- or proficiency-based transcripts do not present a concern and may be preferable given their increased transparency about what students know and are able to do” (p. 2).

Postsecondary Support for
Competency-Based High School Transcripts
Excerpt from the Competency-Based Transcript Implementation Process
Washington, DC | May 22-23, 2014



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What about the Workforce?

2014 Summit

DIGITAL BADGES

Students must be provided with opportunities throughout their P-12 education to not only learn content but to use technology and tools; engage in argument, reasoning, and problem solving; and to communicate and collaborate.

The initiatives being focused on across Michigan are:

- Project Based/Service Learning**
Build partnerships between P-12, higher education, business leaders and other regional stakeholders to engage students in relevant, hands-on learning experiences that prepare them for the world of work.
- Aligned Standards-Based P-20 Systems**
Support the move from courses to competency-based systems to allow students to demonstrate the skills necessary for a variety of pathways to careers and college readiness and strengthen linkages between P-12, postsecondary education, and work.
- Career Path/Linkage/Corporate Engagement Model**
Provide students with information to help them recognize the skills they need to be career and college-ready and remain more engaged in their education.
- Family/Community Engagement**
Foster a culture and environment to support local collaborations between P-12 schools, postsecondary institutions and business leaders with the end goal of improving student preparation.

Digital badges are subject to a review with respect to the following information:

- An easy-to-understand explanation of your non-credit information security certification
- Safe based on quality identifiable keywords
- The date you earned your certification and when it expires
- Each of the necessary steps you took to earn your CACI certification

Your digital badge(s) can easily be displayed on your LinkedIn profile, personal website, email signature, and on Twitter and Facebook.

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Michigan Examples

CONNECT: Making Connections Personal
Supporting the Michigan Department of Education

Innovative Schools in Michigan
Initiated by Michigan's P-12

Kenowa Hills Public Schools
Education inspired.

FRASER
Public Schools
INNOVATE • LEARN • LEAD

Oakland Schools
Learning today. Transforming tomorrow.

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Building Capacity	
How	Who
Collaborate with partners to build a Michigan framework for C-BE	MDE MAISA LEA and ISD partners
Highlight exemplars through sharing of ideas and the creation of a network across the state to support implementation	MDE Innovation Council MAISA LEA and ISD partners MASP
Support reporting mechanisms within the Data Hubs	MDE CIE TRIG
Provide supports and professional development for teachers and administrators	MDE LEA and ISD partners MASP
Leverage experts beyond Michigan to support LEAs and ISDs in implementation	MDE

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“At my school each student’s success is the top priority. Not everyone learns at the same pace. Those who understand the topic can quickly finish it without being bored or having to slow down for those who don’t, they may get stressed from the class going too fast and end up not learning the material.”

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